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A STUDY OF SOME ASPECTS OF KOAC-TV PROGRAMING AND ITS AUDIENCE, PRELIMINARY REPORT NUMBER 2--EDUCATIONAL TELEVISION PROJECT.

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INFORMATION WAS OBTAINED CONCERNING HOW ONE GROUP OF PEOPLE (CABLE USERS) MAKE USE OF EDUCATIONAL TELEVISION. THE READER IS REFERRED TO THE PUBLICATION "EDUCATIONAL TELEVISION PROJECT--PRELIMINARY REPORT NUMBER ONE" FOR PARTICULARS ON THE VARIOUS INSTRUMENTS USED IN THE MAJOR STUDY. SCORING CATEGORIES USED IN SELECTING INDIVIDUALS FOR THIS ANALYSIS (SAMPLE N 1024) WERE DERIVED BY MEANS OF TABULATING EACH 30-MINUTE PROGRAM UNIT THE RESPONDENT INDICATED HE HAD VIEWED ON ETV DURING THE WEEK PRIOR TO THE INTERVIEW. THE RESPONDENT RECORDED THESE ON A SPECIALLY PREPARED VIEWER'S GUIDE, WHICH LISTED ALL PROGRAMS BROADCASTED BY THE ETV STATION AND ALL OTHER STATIONS ON THE CABLE DURING THAT PERIOD. A NUMBER OF TABLES AND GRAPHS WERE PRESENTED CONCERNING THE VIEWERS' HABITS, ATTITUDES, AND PREFERENCES. THE INVESTIGATOR CAUTIONS THE READER THAT THESE DATA WERE MERELY TABULATIONS, PRELIMINARY TO A FULL ANALYSIS OF LATER REPORTS. HOWEVER, TWO OBSERVATIONS WERE MADE--(1) THE ETV STATION DOES NOT COMPETE WELL WITH THE COMMERCIAL STATIONS - YET, THE ACTUAL NUMBER OF VIEWERS INCREASES IN THE EVENING, AND (2) THE APPARENT INTEREST OF ETV VIEWERS IN FACTUAL PROGRAMS MAY INDICATE A GREATER EMPHASIS ON HOW-TO PROGRAMS AND LESS ON CULTURAL ENRICHMENT TELECASTS. (JC)

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a study of some aspects of KOAC-TV programming and its audience
j. r. shepherd • university of oregon • eugene, oregon

**The Institute for Community Studies
Studies in Resistances to Cultural Innovation**

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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EDUCATIONAL TELEVISION PROJECT

PRELIMINARY REPORT NUMBER TWO

A Study of Some Aspects of KOAC-TV Programming and Its Audience .

**John R. Shepherd
Eugene, Oregon**

Issued: May 3, 1961

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INTRODUCTION

In the course of collecting the data for our current study of resistance to educational television, it became evident there was material available in those data which would be of particular interest to those engaged in television broadcasting in Oregon. In particular, of interest to those concerned with programming, either for commercial or educational use.

While the major emphasis of the source study would properly be those who reject television (in particular educational television) another analysis could be made which would view, in a sense, the traditional "other side of the coin." In short, one could analyze some of the collected data in terms of "use", rather than "non-use". And because of the immediate interest of the author, as well as his professional responsibilities to the State System of Higher Education, in particular the analysis would appropriately be concerned solely with those who report the "use" of KOAC-TV. With this in mind, a selection of what appeared to be, on apriori examination, relevant items from the schedule used in the original study were selected and analyzed on the basis of three scoring categories relating to KOAC-TV viewing. Rather than elucidating here the particulars on the various instruments used in the major study, which was the source of information reported here, the reader is referred to the publication Educational Television Project: Preliminary Report Number One.¹

1.

Educational Television Project: Preliminary Report Number One, M.N. Goldstein, W.T. Martin, and J.R. Shepherd, The University of Oregon, no date. (Multilithed; 43 pp.)

Scoring Categories:

The scoring categories used to select the individuals to be used in this analysis were derived by means of tabulating each ½ hour program unit the respondent indicated as having viewed on KOAC-TV during the week prior to interview. The respondent recorded these on a specially prepared "Viewer's Guide" which listed all of the programs broadcast by KOAC and all other stations on the cable during that period.

Selection of Respondents:

Using the method described in the above section, it was found that a total of 13% of the sample of 1024 individuals reported having viewed 1 or more KOAC-TV program units in the week prior to the interview; 5% of the sample said they viewed one ½ hour program, 3% reported viewing two ½ hour units, 2% saw three units, and 3% saw four or more of these units in the particular week. For the purpose of the presentation of these data in the most concise and readable form, these scoring categories were further collapsed. Those who viewed 3 or 4 units have been labeled "High" KOAC-TV Scorers, those viewing 1 or 2 units called "Medium" KOAC-TV Scorers, and the remainder of the sample as "Low" KOAC-TV Scorers. Full distribution and range of these scores will be found in the Appendix.

Method of Analysis:

Essentially, the purpose of the tables and graphs which follow are to give a kind of picture of how one group of people (in this case cable users in the Eugene Area) make use of KOAC-TV, what some of their attitudes are reported to be, and programatically, what some of their preferences seem to be. A word of caution in the use of this report would perhaps

not be inappropriate. Remember that the purpose is simply to get out some basic information relating to programming and viewer attitudes to those in the business of providing programs to the public. It is beyond the scope of this report to attempt extended analysis. In a sense, these are merely tabulations, preliminary to the full analysis of later reports. In spite of the tenuous nature of the data, they seem to be of a particular and specific relevance to the broadcaster, and hence seem to warrant the assembling of them into this special report.

THE DATA

First, as a beginning point, what is the offering of KOAC-TV in terms of kinds of programs available to the viewer? A simple content analysis of the published program schedule for the week of February 29 to March 4, 1960, reveals that the station offerings for that period was characterized by a variety of programs designed both for in-school and general viewing. Table I below presents the findings of this analysis.

Table I
KOAC-TV Programming for the Week of February 29-March 4, 1960

Per cent of Program Time For:		Per cent of Program Time For:	
Discussion	9%	Entertainment	6%
Talks	24	Religion	0
Documentary	4	Agriculture	1
Drama	3	News	2
Lecture-demonstration	54	Children's	6
Music	6	Sports	1
		Teaching and other information	84
	100%		100%

Programming Competition:

Next, we might ask how well does KOAC-TV draw audience in competition with other stations during its broadcast day? The five graphs, beginning on page 9 report 3 pieces of information for each broadcast period of every day of KOAC-TV operation. They show the traditional "share of audience" (percentage) obtained by the station, the percentage of those in the total sample with their sets turned on during the broadcast times of KOAC-TV, and the actual number of KOAC-TV viewers for any given time or day. Since the number of people in our sample was slightly over one thousand (1024) the actual number of viewers can be seen as a rough indication of the viewing rate per thousand individuals living in separate families. That is, taking Monday(s) at 8:30 as an example, we found there were 17 people viewing KOAC-TV. Thinking in terms of a "viewing rate", we might anticipate finding 17 viewers per thousand in comparable samples throughout the KOAC-TV viewing area. Of interest in these graphs is the difference noted between the absolute numbers of viewers and the share of audience obtained by the station. By the evaluation of some this might be a trifle discouraging--on the other hand, while it is generally true that the percentage of those viewing decreases as the percentage of sets in use increases, the fact remains that there are generally more people watching the station in the evening than during the daytime hours.

Operating Hours:

One of the questions the programmer immediately becomes concerned with in looking at the previous graph is the question of whether or not the relatively limited broadcast schedule of KOAC-TV would limit the

FIGURE 1 - 3 MEASURES OF TELEVISION VIEWING
MONDAY (S)

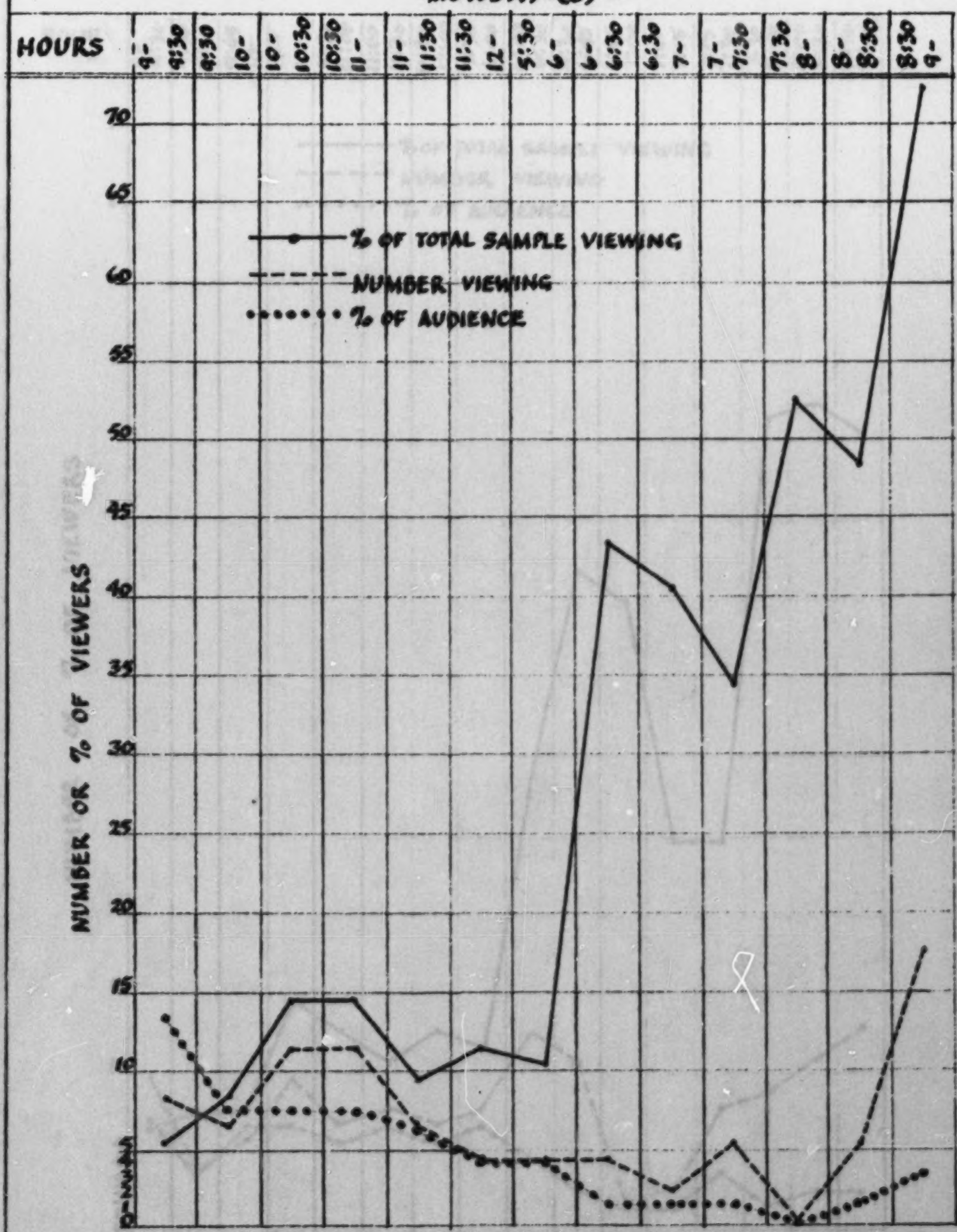


FIGURE 2- 3 MEASURES OF TELEVISION VIEWING
TUESDAY (S)

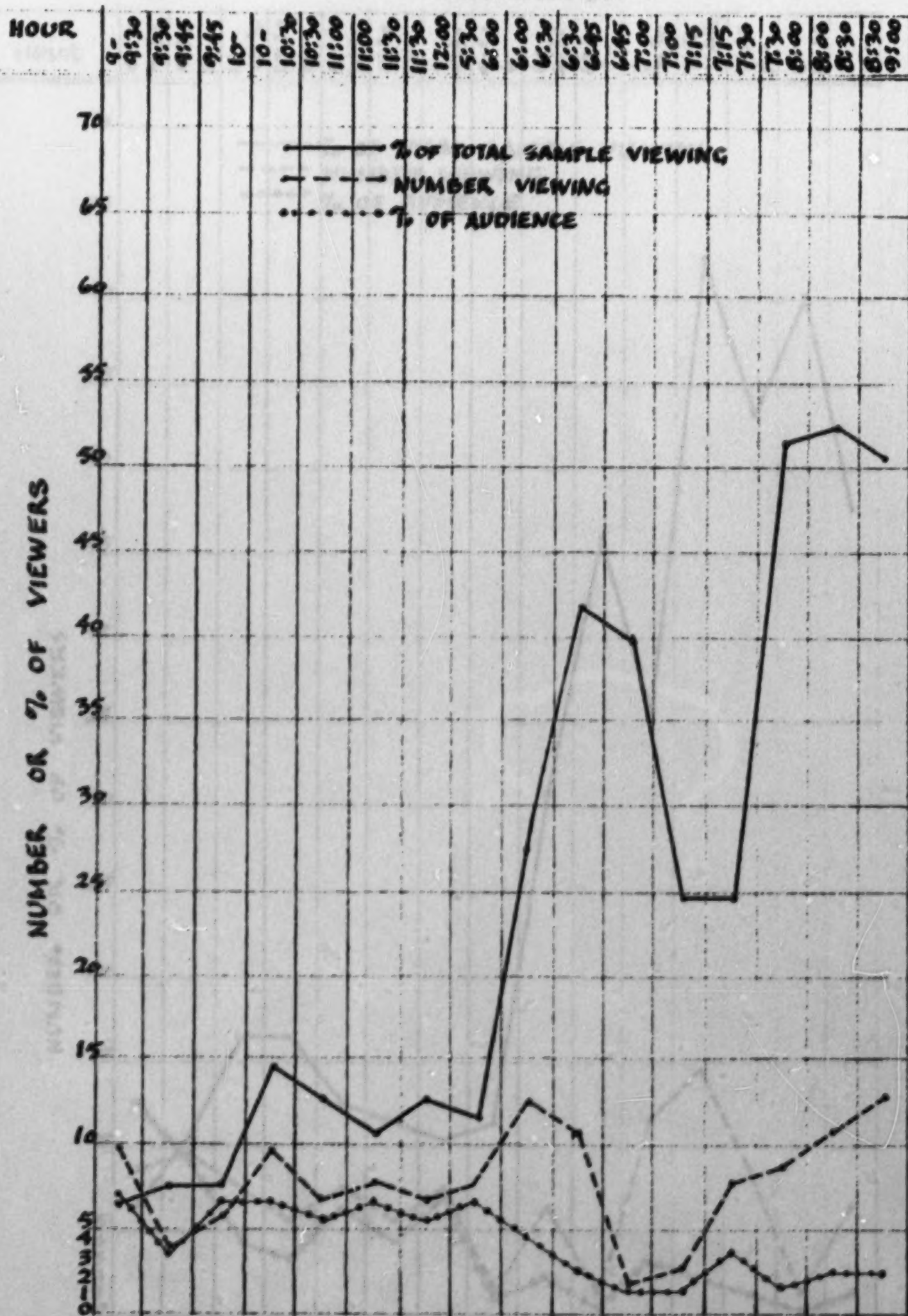


FIGURE 3- 3 MEASURES OF TELEVISION VIEWING WEDNESDAY(S)

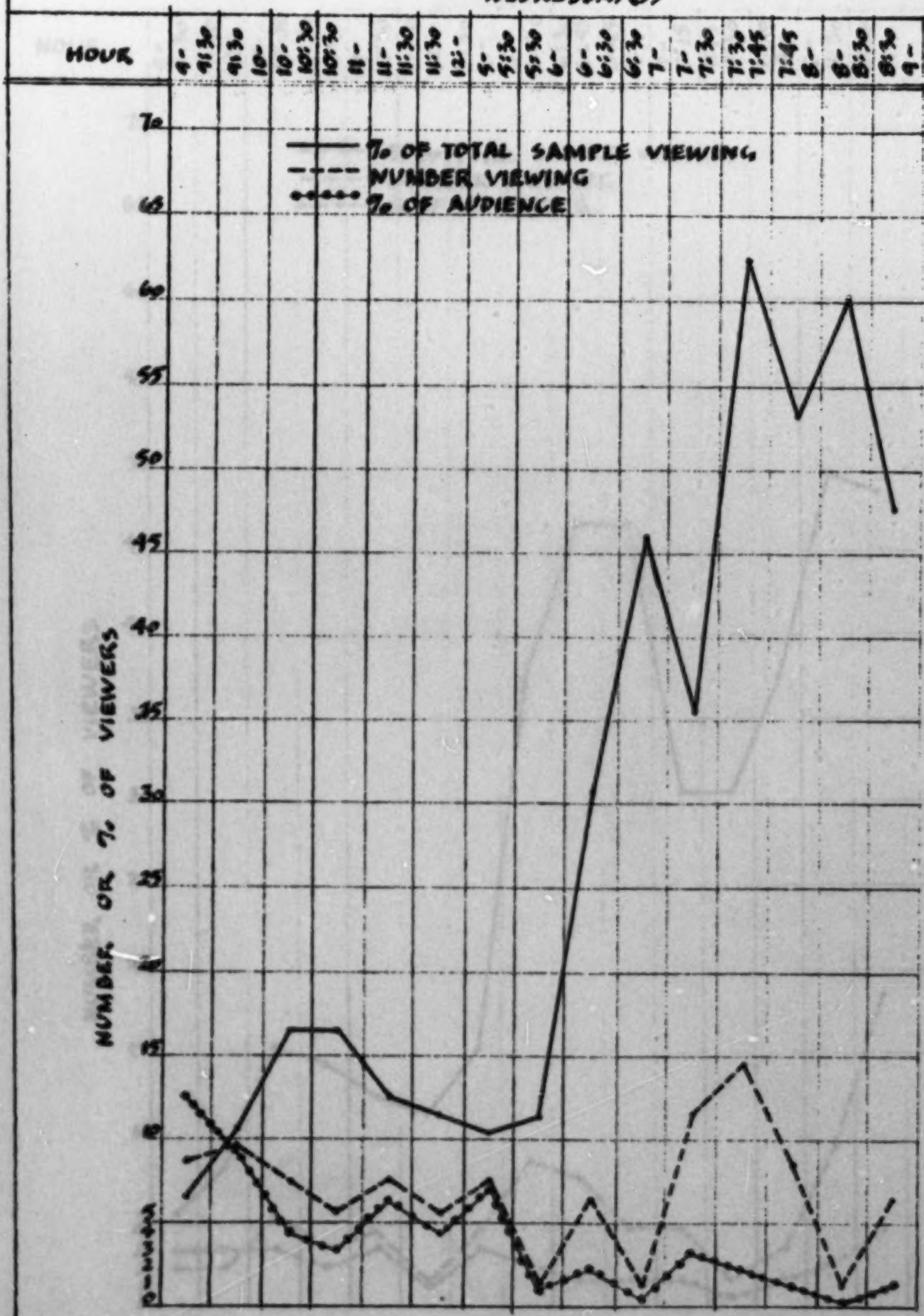


FIGURE 4 - 3 MEASURES OF TELEVISION VIEWING
THURSDAY(S)

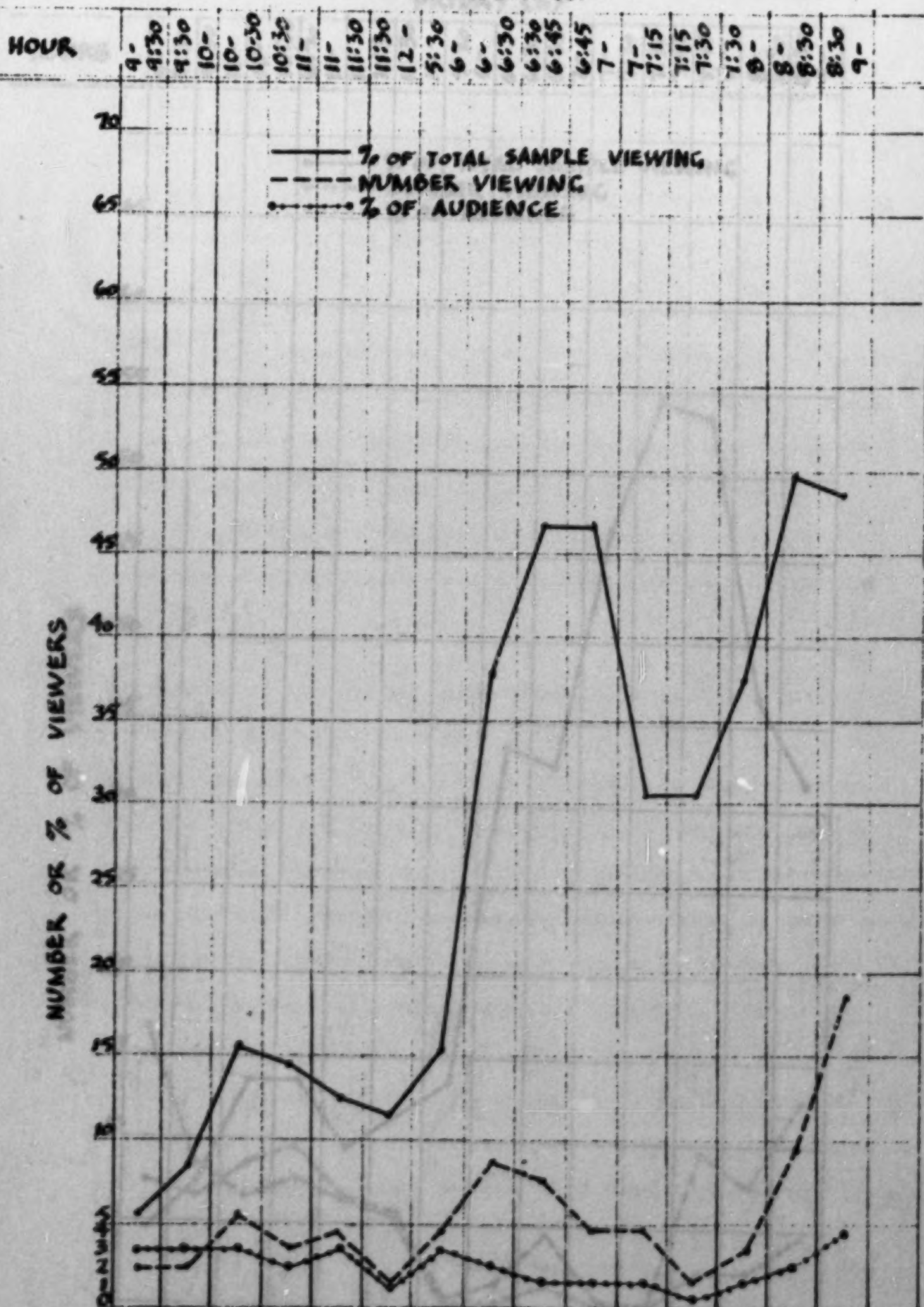
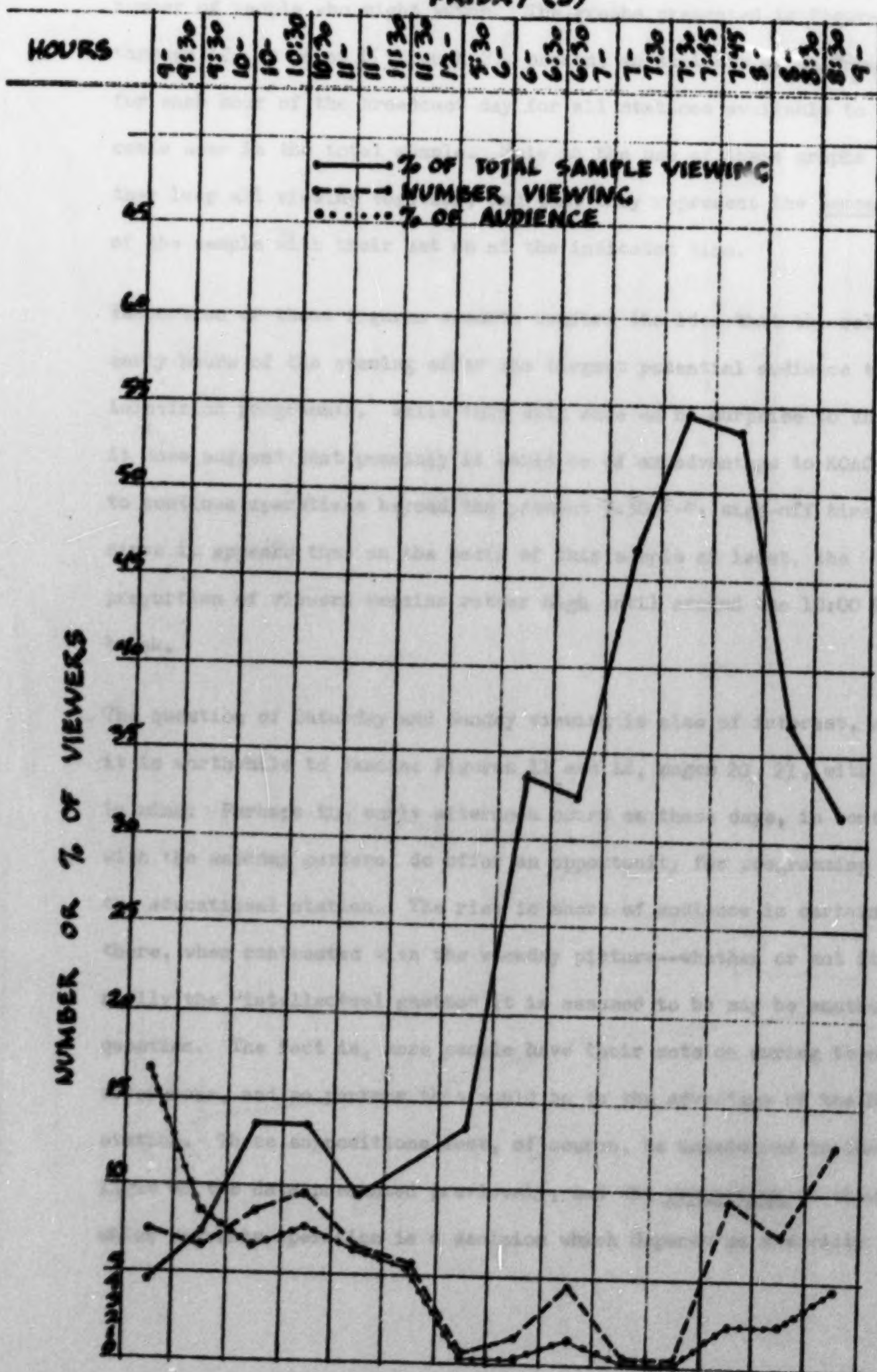


FIGURE 5- 3 MEASURES OF TELEVISION VIEWING
FRIDAY (S)



number of people who might watch. The graphs presented in Figures 6 through 12, on pages 15 through 21, present an analysis of "sets in use" for each hour of the broadcast day for all stations available to the cable user in the total sample. Note in the use of these graphs that they lump all viewing together, and that they represent the percentage of the sample with their set on at the indicated time.

Inspection of these figures seems to confirm the idea that the relatively early hours of the evening offer the largest potential audience to the television programmer. While this will come as no surprise to anyone, it does suggest that possibly it would be of an advantage to KOAC-TV to continue operations beyond the present 9:30 P.M. sign-off time, since it appears that on the basis of this sample at least, the proportion of viewers remains rather high until around the 10:00 P.M. break.

The question of Saturday and Sunday viewing is also of interest, and it is worthwhile to examine Figures 11 and 12, pages 20, 21, with this in mind. Perhaps the early afternoon hours on these days, in contrast with the weekday pattern, do offer an opportunity for programming to the educational station. The rise in share of audience is certainly there, when contrasted with the weekday picture--whether or not it is really the "intellectual ghetto" it is assumed to be may be another question. The fact is, more people have their sets on during those afternoons, and so perhaps this would be to the advantage of the ETV station. These suppositions must, of course, be considered in the light of the data presented previously, and the proportion of viewers which warrants operation is a decision which depends on a variety of

FIGURE 6- TOTAL DAILY TELEVISION AUDIENCE

MONDAY (S)

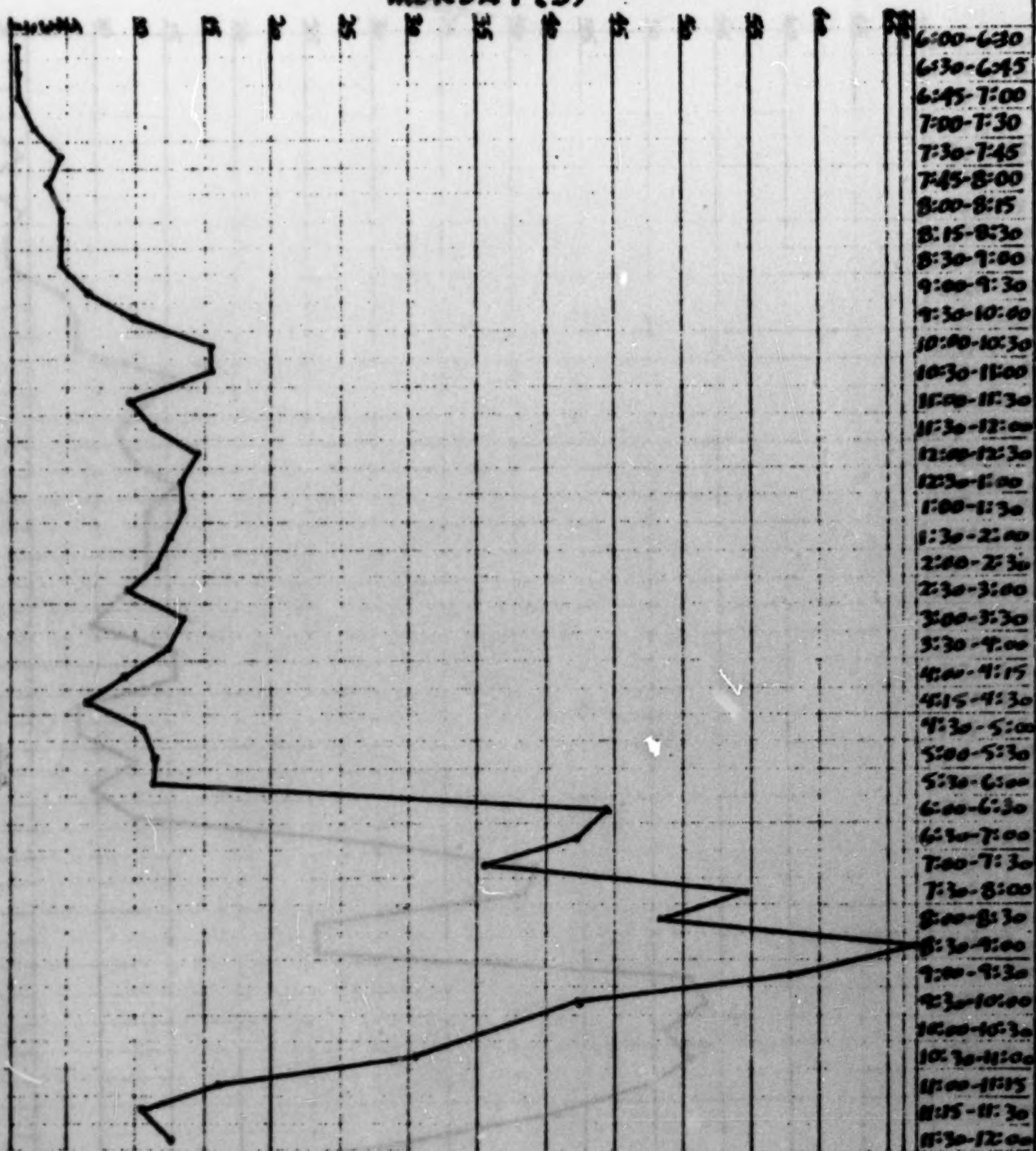


FIGURE 7 - TOTAL DAILY TELEVISION AUDIENCE

TUESDAY (S)

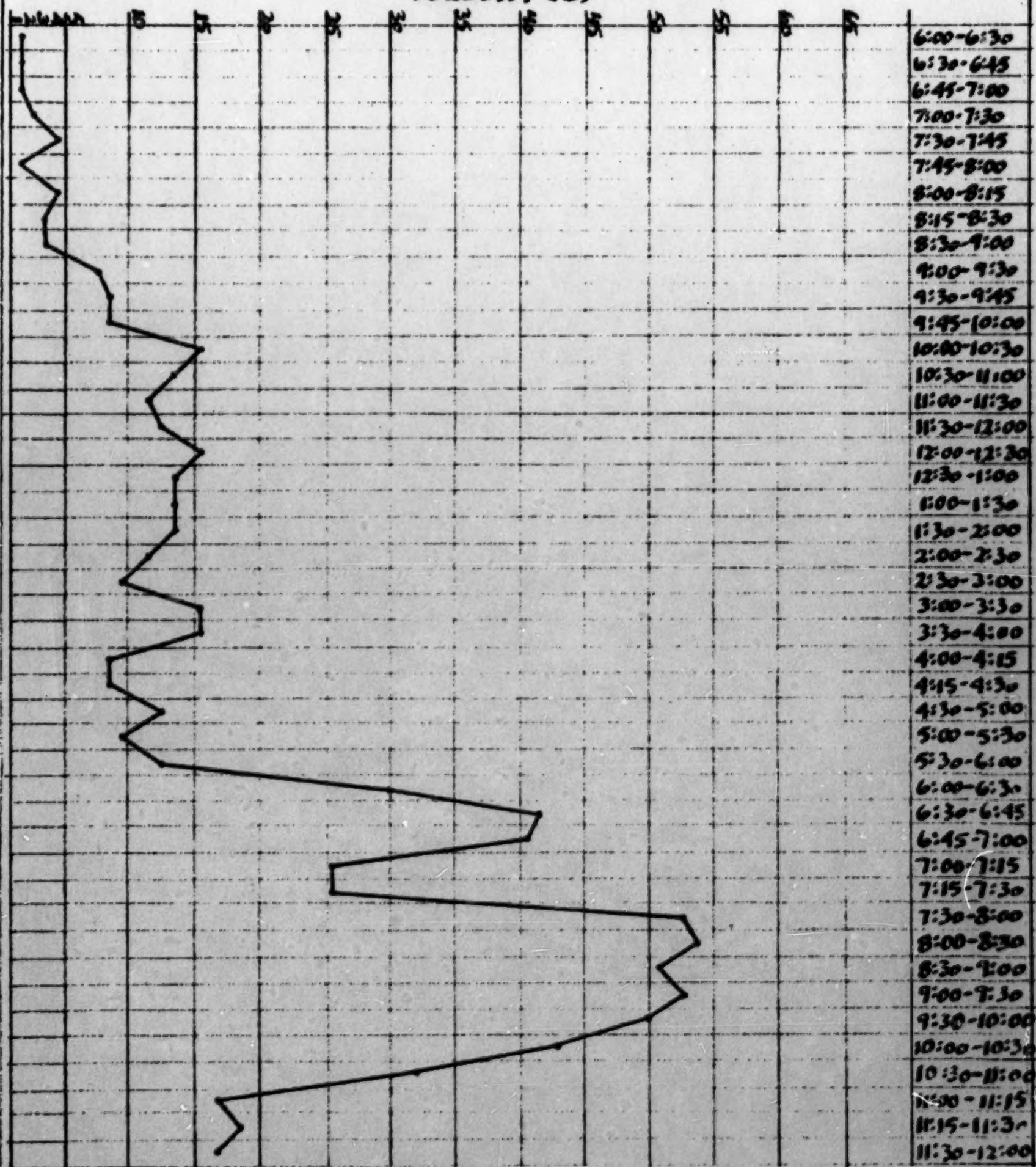


**FIGURE 8 - TOTAL DAILY TELEVISION AUDIENCE
WEDNESDAY (S)**

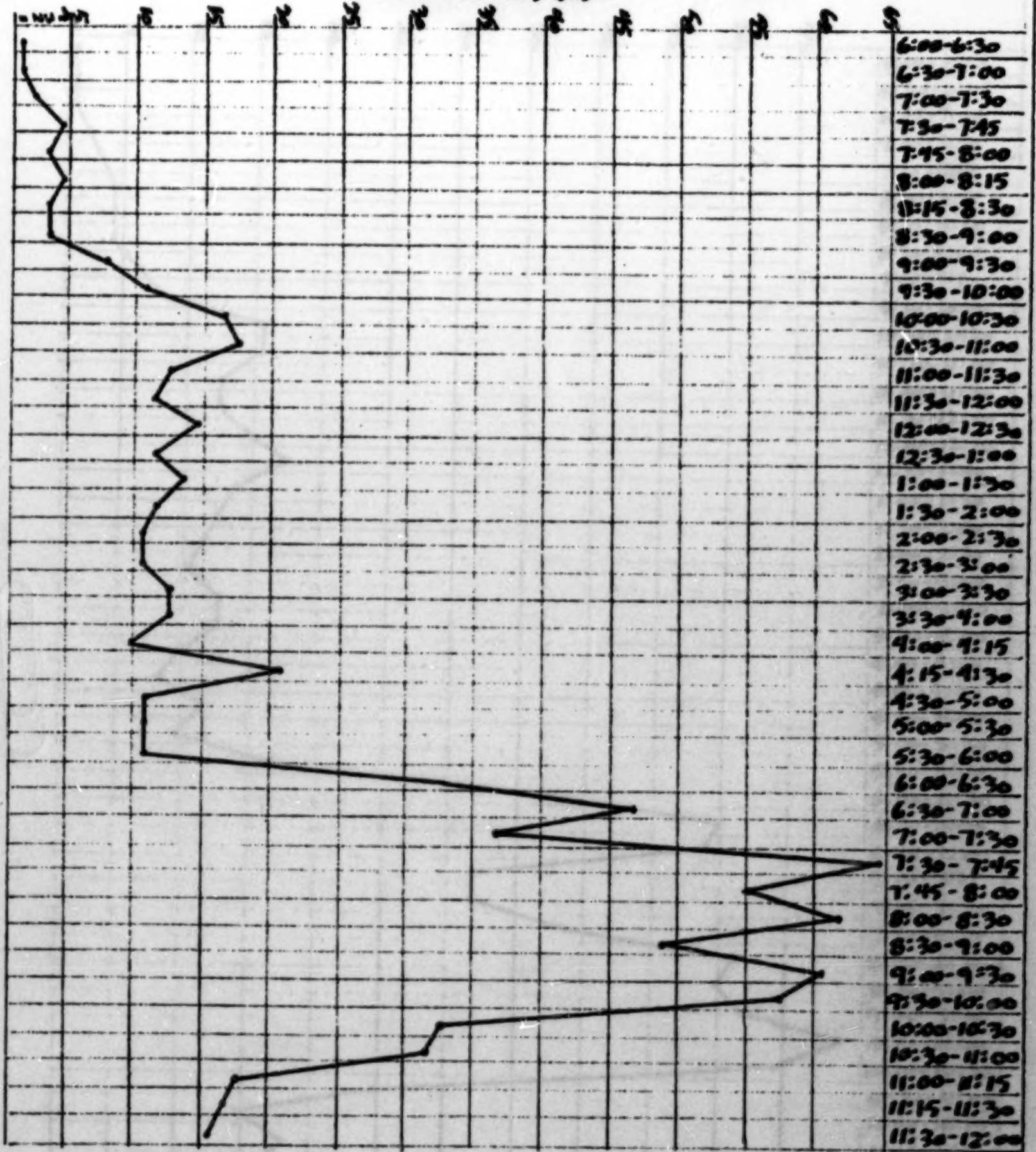


FIGURE 9 - TOTAL DAILY TELEVISION AUDIENCE
THURSDAY(S)

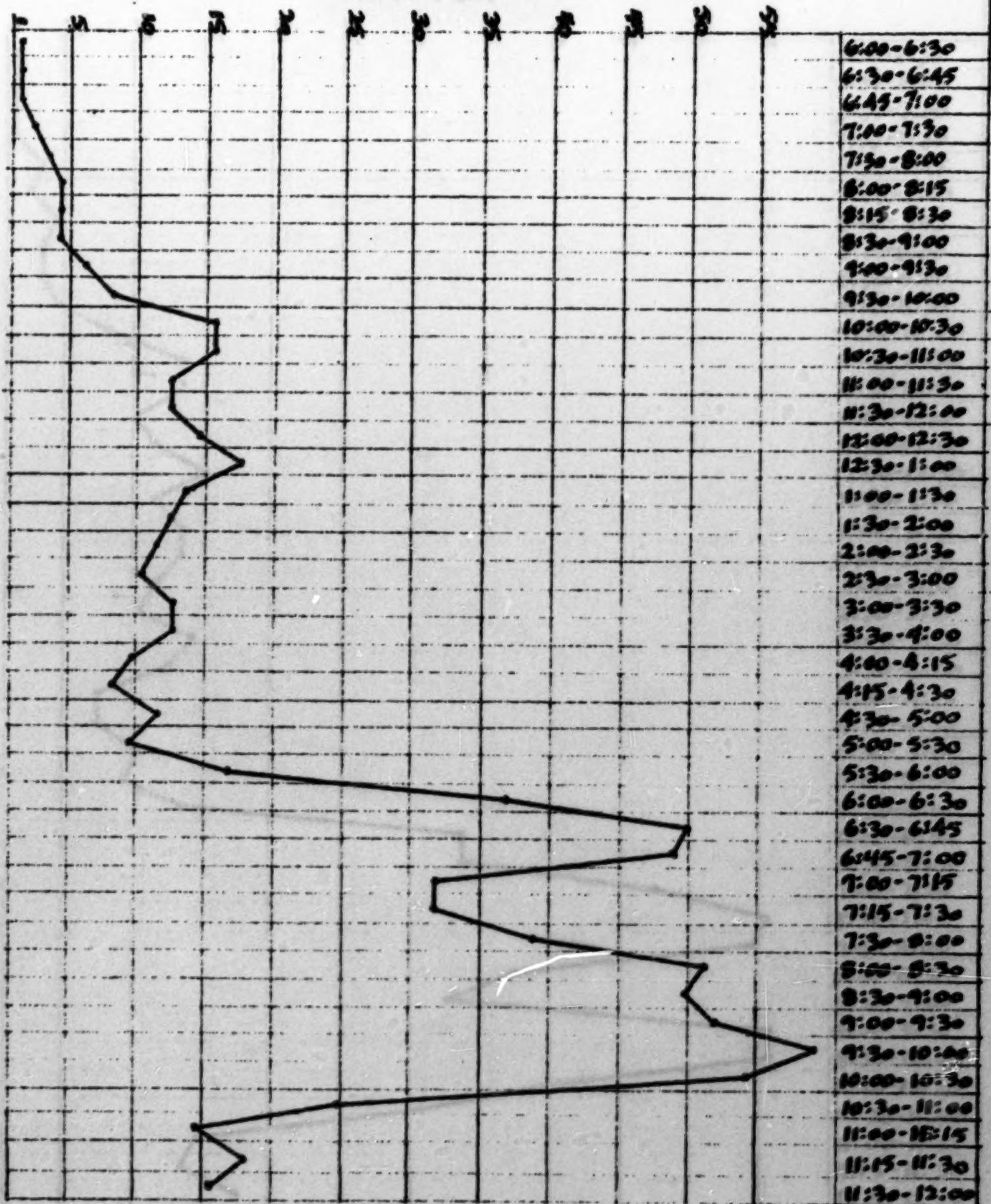


FIGURE 10- TOTAL DAILY TELEVISION AUDIENCE
FRIDAY (S)

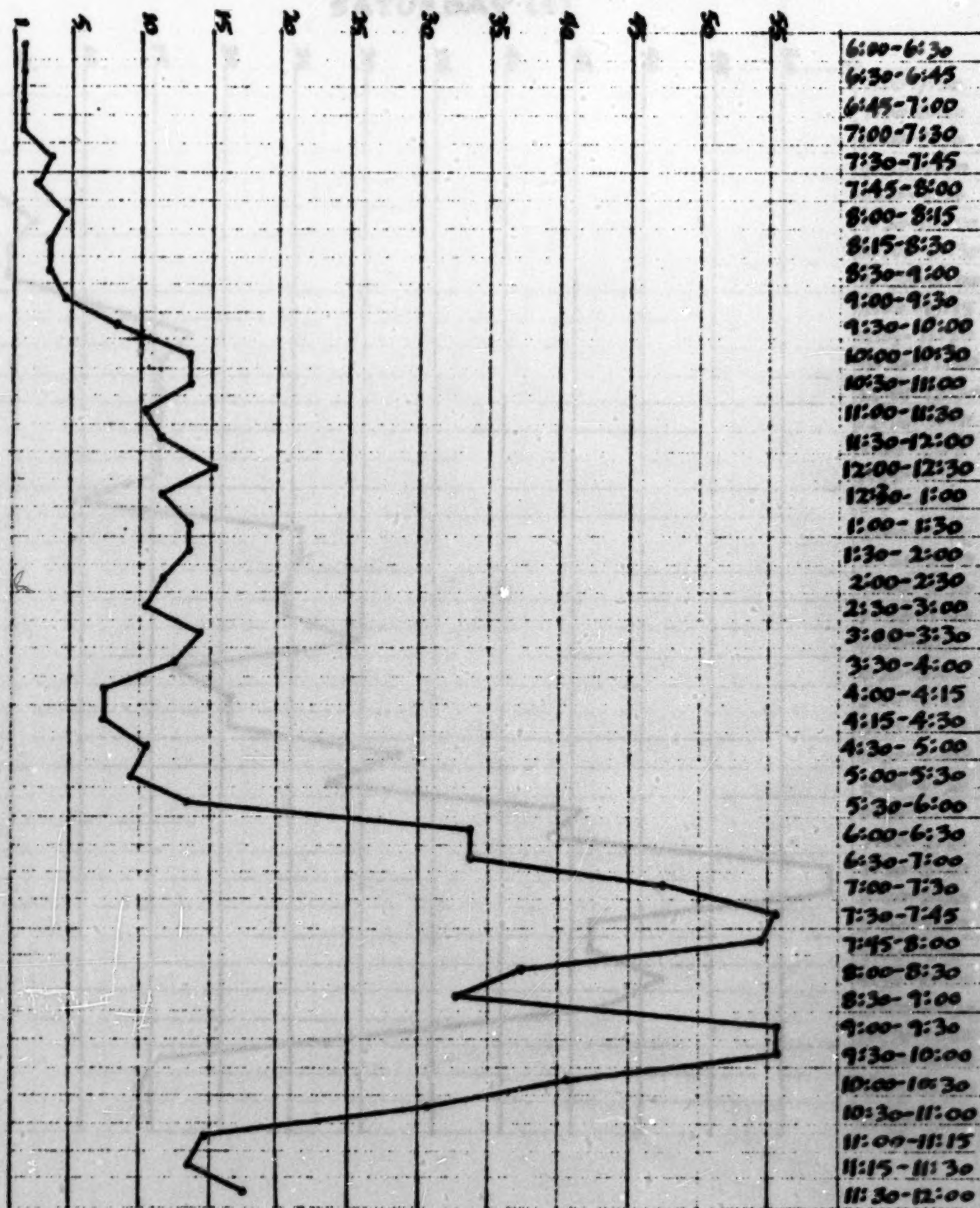


**FIGURE II- TOTAL DAILY TELEVISION AUDIENCE
SATURDAY (S)**

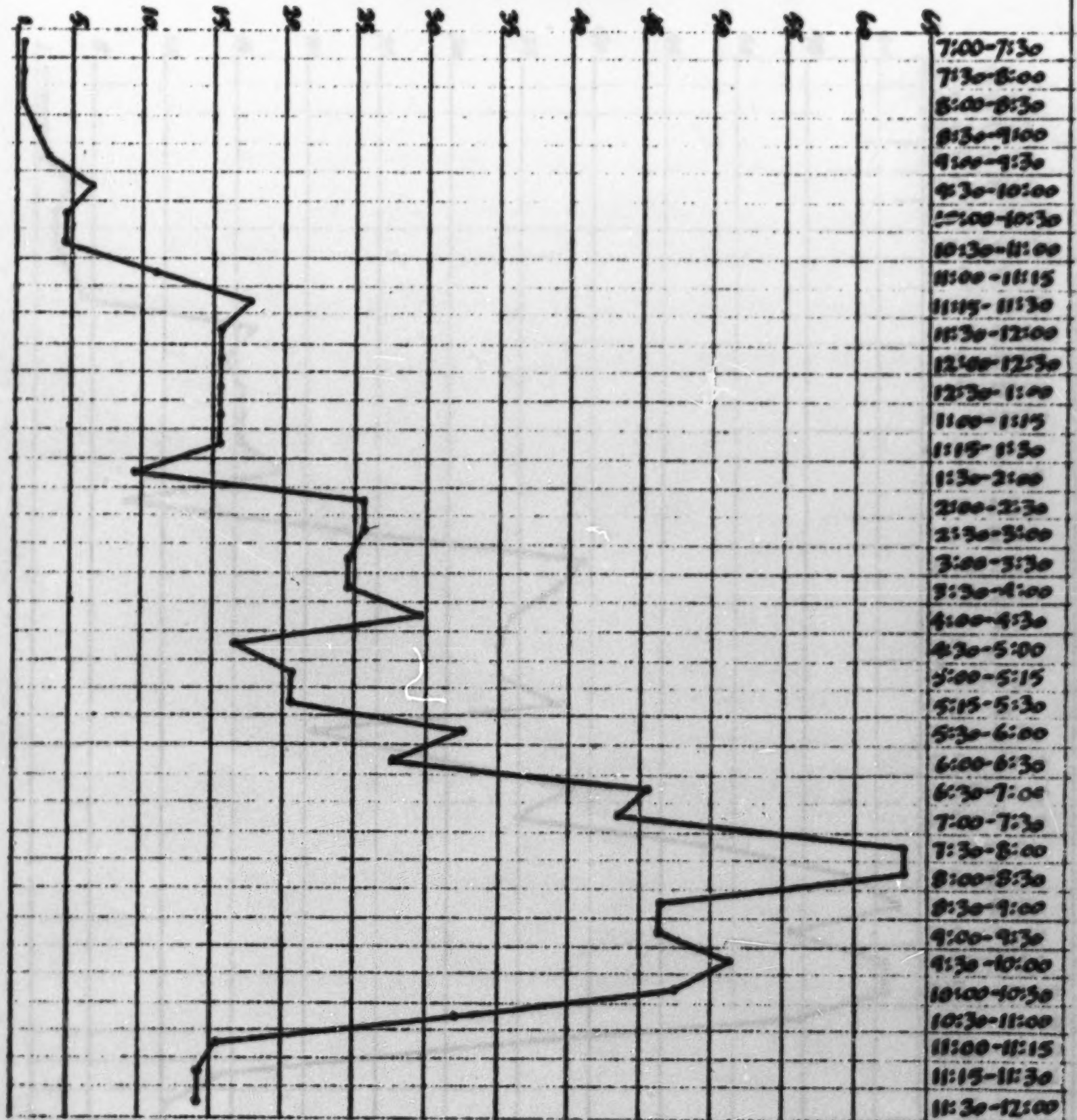
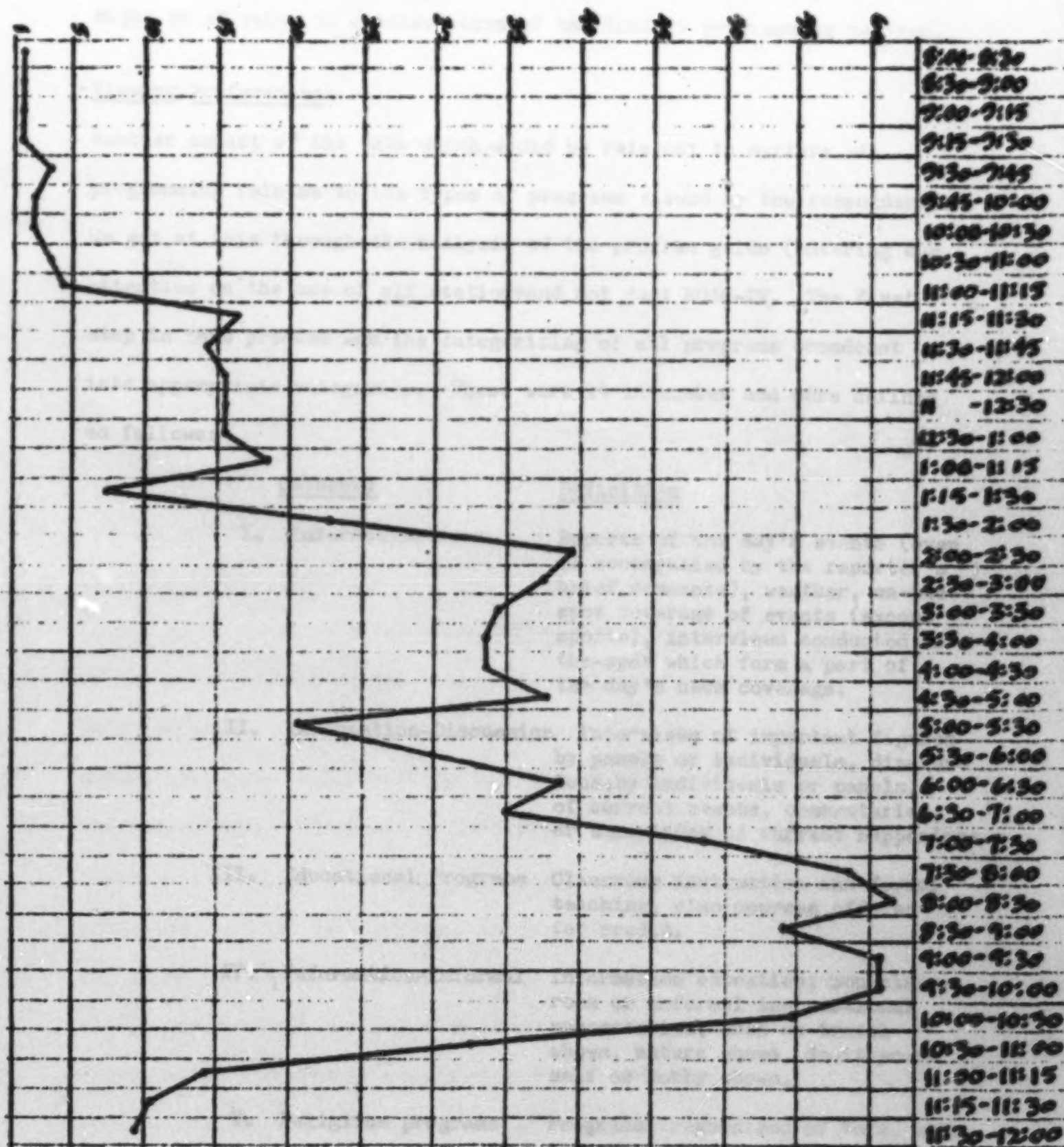


**FIGURE 12- TOTAL DAILY TELEVISION AUDIENCE
SUNDAY (S)**



factors. In any event, these data confirm the fact that there are real differences in the patterns of viewing, and that these differences might be of value in consideration of the KOAC-TV programming pattern.

Viewing Preferences:

Another aspect of the data which would be relevant to matters of programming relates to the types of programs viewed by the respondents. We got at this through the analysis of the program guide (centering our attention on the use of all stations and not just KOAC-TV. The first step in this process was the categorizing of all programs broadcast into appropriate categories. These were 14 in number and were defined as follows:

<u>Category</u>	<u>Definition</u>
I. Information-News	Reports of the day's events (even if accompanied by the reporter's brief comments), weather, on-the-spot coverage of events (except sports), interviews conducted on-the-spot which form a part of the day's news coverage.
II. Information-Discussion	Interviews of important figures by panels or individuals, discussions, by individuals or panels, of current events, commentaries, or summations of current happenings.
III. Educational Programs	Classroom instruction and formal teaching, plus courses offered for credit.
IV. Information-Informal	Information education; non-classroom or informal instructional presentation, such as travel shows, nature shows, do-it-yourself or hobby shows.
V. Religious programs	Programs, regardless of form, with primary purpose of communicating a religious message.

VI. Children's Shows

Programs ostensibly directed toward children (of all ages).

VII. Artistic Entertainment

Classical music, opera, fine arts, classical literature, and serious drama of more than usual length which attempts an analysis of real programs.

VIII. Variety, Popular, Music, and Non-Story Comedy Shows

IX. Drama-Adventure

X. Drama-Comedy

XI. Drama-Misc.

Anything other than action and adventure, comedy, serious or classical stories, such as real or true to life stories, soap operas, "family" stories (non-comedy).

XII. Quiz Shows

XIII. Sports

XIV. Movies

As any of us know who have attempted to categorize program types there is always a question of how real or definitive the types may really be.

In an effort to make possible these categories which seemed to be closest to those really held by the viewers, we first had two staff members of the study place as many of the individual programs into their own, arbitrarily assigned, categories. That is, these were simply groupings, without structuring from us. Then we took these groups, and using the categories thus established, employed 5 additional categorizers to again place each program into the "appropriate" place.

These latter individuals were employed after ascertaining that they were relatively high users of television, and that their home was equipped with the cable. It is perhaps unnecessary to say that they

were not part of our original sample. Finally, the reports of these special categorizers were analyzed for omissions or differences, and where these occurred, the author made direct checks with the broadcasting stations in order to determine the "proper" location of the program in question. Where agreement was reached, it was assumed the program was in its proper slot.

When analysis is made of the actual viewing behavior of the respondents, there is some suggestion that we might have combined some of the program categories and perhaps eliminated others. That is, that pertinent information perhaps would not have been lost if we had decided on fewer than 14 categories, and that the divisions we made may not always be real ones in terms of actual viewing behavior. The correlations are shown in Figure 13, page 25. When they are high, suggest that the viewer who characteristically viewed one program category also characteristically chooses to watch programs in the category which correlates with the former. For example, looking at Figure 13, you will note that Program Category 4 (Information-Informal) has a relatively high correlation to Program Category 11 (Drama-Misc.). This can be interpreted to mean that those who watch "informal information" programs also are inclined to watch "miscellaneous drama" types. It is perhaps wise to point out in examining correlations between these two types that they are serving as "catch alls" for programs not so easily categorized.

A final note on these categories. By and large, they seem to be fairly discrete groupings. We cannot state that they are not arbitrary; that is, if one would care to do so, these same program viewing guides

Figure 13
Inter-Correlation Coefficients Between 14 Program Categories

1	2	3	4	5	6	7	8	9	10	11	12	13	14
1													
2	.32												
3	.08	.12											
4	.25	.12	.20										
5	.13	.08	.04	.13									
6	.01	-.02	.00	.15	.06								
7	.15	.13	.04	.08	-.02	.01							
8	.38	.10	.10	.33	.13	.15	.22						
9	.13	.00	-.06	.17	.07	.25	.04	.07					
10	.10	-.01	-.02	.25	.19	.27	.03	.29	.23				
11	.11	.00	.03	.42	.19	.20	.09	.25	.23	.38			
12	.23	.06	.00	.31	.17	.21	.01	.40	.09	.27	.42		
13	.32	.16	.06	.19	.04	.05	.09	.25	.13	.06	.12	.21	
14	.05	-.03	-.01	.11	.13	.22	.10	.12	.39	.17	.24	.16	.02

probably could be analyzed so as to show a different pattern of program use by the simple act of changing the categories. What this demonstrates is the difficulty we are all well aware of in any scheme to put programs into pigeon holes--that the process could be repeated, again and again, ad infinitum. In short, one must accept the categories as used here with the idea that they give us some indication of the actual viewing behavior of the respondents.

With these categories thus established, it was possible to determine what the viewing behavior of our groups were in relation to these categories. Tables II through XV report the percentage of number of hours watched for the week sampled by each respondent (according to KOAC-TV viewing score) for the 14 program types. As a general principle, it is perhaps well for the reader to note differences between the two extremes of "High" and "Low" KOAC-TV Scorers, since these are more likely to be greater and therefore of possibly more significance in making generalizations about the differences between viewing habits and/or preferences. In some specific cases, these differences seem to demand some additional comment and explanation, and this analysis is made immediately following the presentation of the tables. Generally, however, it is the thought of the author that these tables will be of most value to the programmer who is simply interested in knowing how wide a use one can expect for a given program type.

Table II

Program Type Viewed: News

KOAC-TV Score	Number hours watched (Percentages across)				
	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	
High	23%	63	14	-	N=56
Med	26%	66	8	-	N=84
Low	31%	65	4	-	N=884

Table III

Program Type Viewed: Discussion
(Percentages across)

KOAC-TV Score	Number hours watched (Percentages across)					
	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	10+	
High	39%	61	-	-	-	N=56
Med	44%	56	-	-	-	N=84
Low	67%	33	-	-	-	N=884

Table IV

Program Type Viewed: Educational Programs
(Percentages across)

KOAC-TV Score	Number hours watched (Percentages across)				
	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	
High	14%	77	7	2	N=56
Med	60%	40	-	-	N=84
Low	98%	2	-	-	N=884

Table V

Program Type Viewed: Informal Information
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	N
High	21%	75	4	-	56
Med	31%	69	-	-	84
Low	59%	40	1	-	884

Table VI

Program Type Viewed: Religious Programs
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	N
High	82%	18	-	-	56
Med	88%	12	-	-	84
Low	94%	6	-	-	884

Table VII

Program Type Viewed: Children's Programs
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	N
High	36%	64	-	-	56
Med	25%	67	6	2	84
Low	25	71	2	1	884

Table VIII

Program Type Viewed: Artistic Entertainment
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	N
High	32%	59	-	9	56
Med	37%	56	-	7	84
Low	48%	46	-	6	884

Table IX

Program Type Viewed: Variety, Popular Music, and Non-story Comedy
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2} - 4\frac{1}{2}$	5 - 9 $\frac{1}{2}$	10+	N
High	9%	55	35	-	56
Med	5%	71	21	2	84
Low	13%	67	17	2	88 $\frac{1}{4}$

Table X

Program Type Viewed: Drama-Adventure
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2} - 4\frac{1}{2}$	5 - 9 $\frac{1}{2}$	10+	N
High	11%	28	32	28	56
Med	8%	36	20	36	84
Low	7%	29	28	35	88 $\frac{1}{4}$

Table XI

Program Type Viewed: Drama-Comedy
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2} - 4\frac{1}{2}$	5 - 9 $\frac{1}{2}$	10+	N
High	27%	71	2	-	56
Med	29	68	4	-	84
Low	25%	70	4	-	88 $\frac{1}{4}$

Table XII

Program Type Viewed: Drama-Miscellaneous
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2} - 4\frac{1}{2}$	5 - 9 $\frac{1}{2}$	10+	N
High	23%	61	12	4	56
Med	26%	63	10	1	84
Low	28%	60	9	3	88 $\frac{1}{4}$

Table VIII

Program Type Viewed: Quiz Shows
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	N
High	34%	48	11	7	56
Med	35%	50	10	6	84
Low	32%	56	6	6	88 $\frac{1}{2}$

Table XIV

Program Type Viewed: Sports
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	N
High	20%	43	18	20	56
Med	15%	54	30	1	84
Low	26%	47	21	7	88 $\frac{1}{2}$

Table XV

Program Type Viewed: Movies
(Percentages across)

KOAC-TV Score	0	$\frac{1}{2}$ - $4\frac{1}{2}$	5 - $9\frac{1}{2}$	10+	N
High	43%	32	5	2	56
Med	60%	31	5	5	84
Low	65%	28	5	1	88 $\frac{1}{2}$

Analysis of Tables:

As suggested previously, certain points stand out which would seem to warrant passing comment. For example, Table IV (Educational Programs) seems a bit obvious, and one would certainly expect to find high KOAC-TV

scorers watching more programs in this category! Before the reader concludes that we are belaboring the obvious, attention is called to the fact that these data have real value in tending to verify our original tricotomy of KOAC-TV viewing scores. There is a near perfect relationship shown between each of the scoring categories and the higher percentage of programs viewed. In terms of Table VI (Religious Programs), three times as many of the high scorers watch some "Religious Programs" than do low scorers. When one considers the information along with that from Table V, which shows that the KOAC-TV fan makes much more use of "Information" programs, it's reasonable to say there seems to be a developing pattern that those who use KOAC-TV are characterized (more or less) by the "serious" use of a medium thought of by most of us as simply a source of entertainment. Quite to the contrary, when drama is analyzed (Tables X, XI, XII) it is found that for all intents and purposes there is little difference between the groups. Perhaps here one can raise the question of motivation--one might watch drama for purposes of release or for purposes of "instruction," both being rather acceptable social reasons for engaging in this activity. If this hypothesis is accepted, one could reason that the KOAC-TV viewer views these drama programs for the latter reason, whereas the non-viewer would do the same for the first reason.

Some additional support for the theory that programs of "factual" content are thought to be more "educational" can be found from examination the results obtained from one of our open end questions asked of respondents. In response to the question "Has there been any program within the past year from which you feel you learned quite

a bit?" of the 86 program titles mentioned, 8 were noted by 20 or more individuals. Table XVI, below indicates what these were, as well as the frequency of mention.

Table XVI

Number	Mentions	Programs Learned From	Program Title
52			Meet the Press
49			Huntly-Brinkly News
31			Twentieth Century
30			Journey to Understanding
27			Seven League Boots
21			Bell Telephone Science Series
20			Man and the Challenge
20			Olympics

It is clear that all of these programs, which the reader will remember have been named as the ones from which the respondent feels he has learned "quite a bit" are ostensibly factual in content, and hence tend to support the notion that when people are "learning" via television, they are watching "serious", i.e. "factual" programs.

Three other tables deserve some mention, since they do not appear to be consistent with those noted so far. In Table IX (Variety, Popular Music, and Non-story Comedy) high scorers watch more than do the low scorers. In the case of Table XIII (Quiz Shows) it can be again seen that the KOAC-TV Viewer uses them more than does the low scorer. And finally, in Table XIV (Sports) we find that the KOAC-TV user seems to be nearly the same as the low scorer. In fact, the medium KOAC-TV

scorer makes the highest use of these particular programs, when compared to the other 2 scoring categories. What might be the significance of these preferences? Following the suggestion made earlier - that our respondents are individuals interested in those programs which deal with "facts" - with real things really happening, as opposed to imaginary fictional events thought of as being "make believe," we could expect our KOAC-TV user to be attracted to some degree to each of these program types. The counterpart in literature, for example, is the sometimes expressed disdain for the novel vs. the admiration for "true, factual" non-fiction works. One interpretation of these observations would be that "cultural" programs generally do not fall into this "factual" category, and hence one might raise the question of how appealing these may be to the potential ETV viewer.

CONCLUSIONS AND SUMMARY

On the basis of our work so far, it seems possible to safely make some observations, if not to draw some specific conclusions. First, it would seem that KOAC-TV does not compete well with the commercial stations, at least under the conditions which prevailed during the time of this survey. We can see, on the basis of the "share of audience" we obtain that KOAC-TV is consistently below all other broadcasting stations. How important this is to the operation of an educational television station is another matter, and one that is not the proper concern of a report such as this. Lest the picture appear to be painted in too somber shades, we must note that while the "share" does fall in the evening hours, actual numbers of viewers generally tends to increase. With this in mind, it might be suggested that later

operating hours for the educational television station may be justified. The apparent change in viewing behavior, as well as general increase in number of sets on during the weekend, also indicates a potential for the optimal operation of an educational television station.

Program preferences expressed by our respondents may serve as indicators of possible program areas which could be exploited by the station.

The apparent interest of the viewer in what we have called "factual" programs may indicate that at least one way in which to increase viewing would be to place more emphasis on strictly "how-to" programs and less on what could be called "cultural enrichment" broadcasts. || ✓

It would appear that KOAC-TV has attempted to do both, and while it may be that this is thought to be part of their responsibility as an agency of the State System of Higher Education, the facts may deny that "cultural" programming has any real appeal for the potential viewer. While the hope may be to lead viewers to an appreciation of the better programs, one must be aware of the possibility that the potential viewer will reject and resist these.

What we have attempted in this brief report is to present some of our data in a form thought to be of value to those of us involved with programming the educational television station. These materials will not be fully meaningful (in fact, could be misleading in some cases) if the reader does not keep in mind two important considerations. First, it must be remembered that the data are incomplete, being really a fragment of those collected for another purpose, and secondly, that extended analysis should not be made without fully understanding the

limits of the larger study from which this information was obtained. With these admonitions in mind, it is urged that those who read this informal report look closely at our Preliminary Report Number One², available on request from our office at the University of Oregon.

2. Ibid, p. 1.

APPENDIX

Distribution of Viewing Scores

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Number ½ hour program units viewed	f	Assigned Score	% of Total Sample
24	1		
23			
22			
21			
20			
19	1		
18			
17			
16			
15			
14		4	3%
13			
12	2		
11	2		
10			
9	1		
8	2		
7	5		
6	5		
5	5		
4	9		
3	23	3	2%
2	30	2	3%
1	54	1	5%
0	884	0	86%